Federal State Autonomous Educational Institution of Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA named after Patrice Lumumba
RUDN University

Faculty of Science

educational division (faculty/institute/academy) as higher education programme developer

COURSE SYLLABUS

Russian language in professional activity

course title

Recommended by the Didactic Council for the Education Field of:

04.04.01 «Chemistry»

field of studies / speciality code and title

The course instruction is implemented within the professional education programme of higher education:

«Bioenergies and Biorefineries»

higher education programme profile/specialization title

2024

1. COURSE GOAL

The goal of the course "Russian language in professional activity" is an opportunity for foreign citizens to use the Russian language as a means of communication in the Russian-speaking language environment and a way to get acquainted with Russia, its social, scientific, economic and cultural life.

The objectives of the course are to develop the following skills and abilities in students:

- mastering socio-cultural competencies;

- ability to communicate in the Russian language environment (everyday and cultural communication);

- to join the Russian-speaking environment in Russian with a minimum level of proficiency in Russian.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course "Russian language in professional activity" is aimed at the development of the following competences:

Table 2.1. List of competences that students acquire through the course study

Competence code	Competence descriptor	Competence formation indicators (within this course)
GC-3	Ability to organize and manage the work of the team, developing a team strategy to achieve the goal.	GC-3.1 Ability to develop a strategy of cooperation and on its basis organize the selection of team members to achieve the goal;
		GC-3.2 Ability to plan and corrects the work of the team taking into account the interests, behavioral characteristics and opinions of its members;
GC-4	Ability to apply modern communication technologies, including foreign language(s), for academic and professional interaction.	GC-4.1 Ability to establish and develop professional contacts in accordance with the needs of joint activities, including the exchange of information and the development of a common strategy for interaction
		GC-4.2 Ability to compile, translate and edit various academic texts (abstracts, essays, reviews, articles, etc.);
		GC-4.3 Ability to present the results of academic and professional activities at various social events, including collections, choosing the most appropriate format;
		GC-4.4 Ability to argue and constructively defend the positions and ideas in academic and professional discussions in the state language of the Russian Federation and a foreign language
GC-5	Ability to analyze and perceive the diversity of cultures in the process of intercultural interaction.	GC-5.1 Ability to analyze the most important ideological and value systems formed in the course of historical development; substantiates the relevance of their use in social and professional interaction;

Competence code	Competence descriptor	Competence formation indicators (within this course)
		GC-5.2 Ability to build social and professional interaction, taking into account the characteristics of the main forms of scientific and religious consciousness, business and general culture of representatives of other ethnic groups and confessions, various social groups;
		GC-5.3. Ability to ensure the creation of a non-discriminatory environment for interaction when performing professional tasks
GPC-4	Ability to prepare publications, participate in professional discussions, present the results of professional activities in the form of scientific and popular science reports	GPC-4.1 Ability to present the results of the research in the form of scientific publications (abstract, paper, review) in Russian and in English
		GPC-4.2 Ability to present the results of the research orally in Russian and English

3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course "Russian language in professional activity" refers to the **core** component of B1 block of the higher educational programme curriculum.

Within the higher education programme students also master other (modules) and / or internships that contribute to the achievement of the expected learning outcomes as results of the course study.

Table 3.1. The list of the higher education programme components/disciplines that contribute to the achievement of the expected learning outcomes as the course study results

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
GC-3	Ability to organize and manage the work of the team, developing a team strategy to achieve the goal.		Student Scientific-Research work Pre-graduation practical training
GC-4	Ability to apply modern communication technologies, including foreign language(s), for academic and professional interaction.		Student Scientific-Research work Pre-graduation practical training
GC-5	Ability to analyze and perceive the diversity of cultures		Pre-graduation practical training

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
	in the process of intercultural interaction.		
GPC-4	Ability to prepare publications, participate in professional discussions, present the results of professional activities in the form of scientific and popular science reports		Student Scientific-Research work Pre-graduation practical training

* To be filled in according to the competence matrix of the higher education programme.

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

1) The total workload of the course "Russian language in professional activity" is 6 credits (216 academic hours).

*Table 4.1. Types of academic activities during the periods of higher education programme mastering (**<u>full-time training</u>**)**

Type of academic activities	Total academic hours	Semesters/training modules			
		1	2	3	4
Contact academic hours	68	*18*	*16*	*18*	*16*
including:					
Lectures (LC)					
Lab work (LW)					
Seminars (workshops/tutorials) (S)	68	18	16	18	16
Self-studies	*94*	*9*	*38*	*9*	*20*
Evaluation and assessment (exam/passing/failing grade)	*54*	*9*	*18*	*9*	*36*
Course workload — academic hours	**216**	**36**	**72**	**36**	**72**
Course workload — credits	**6**	**1**	**2**	**1**	**2**

5. COURSE MODULES AND CONTENTS

Table 5.1. Course contents and academic activities types

Course module title	Course module contents (topics)	Academic activities types
Module 1. Introductory Phonetic and Grammar Course	Topic 1.1 Pronunciation and spelling. Introductory phonetics course: Russian Alphabet. Pronunciation and spelling. How to speak and read. Reduction of O and E. Greeting. Construction *Кто это?* Vocabulary: Personal pronouns. Numerals 1-20.	S

Course module title	Course module contents (topics)	Academic activities types
	Topic 1.2 Introductory Listening and Speaking course: Introduction. – *Как вас зовут? Меня зовут... .* The simplest label forms (*Очень приятно! Счет, пожалуйста*! and others). Numerals 20 - 100. Grammar: Constructions *Что это? Это молоко? Да, это молоко.* Phrases *Я (не)знаю, я (не)понимаю, я (не)говорю по-русски.* The accusative case of an object in constructions *Я (не)ем…, я (не)люблю* Vocabulary: Product names.	
	Topic 1.3 Formation of plural nouns. Expression of a request. Pronouncing phone numbers Construction *Сколько стоит*? Adverbs of place (*тут, там, справа, рядом*, etc.). Formation of interrogative sentences with the word *где*? Dialogues in the store, on the street and in the subway. Grammar: Formation of plural nouns. Expression of the simplest request (*Можно ручку*?) Vocabulary: question word *где*? names of monetary units (*рубль, копейка*). Adverbs of the place (*тут, там, справа, рядом*, etc	
Module 2. Module 2. Elementary level	Topic 2.1. Gender of nouns. Possessive pronouns.	S
	Topic 2.2. The expression of time in a simple sentence (*в понедельник, утром, завтра, потом, в 6 часов* and etc.) Construction *Который час*? Vocabulary: Adverbs of time, names of days of the week	S
	Topic 2.3. The concept of the Russian verb. The verb *быть* in the future and past tense. Building negative sentences (*я не буду там сегодня*). Constructions *Во сколько*? and *через 10 минут*. The functioning of the verb *быть* in constructions *Что вы будете? Я не буду кофе*. The accusative case of the object after the verb *быть*. Reading dialogues with the vocabulary being studied. Performing exercises.	S
	Topic 2.4 The verb *ХОТЕТЬ* in the present and past tense. The creative case of nouns with the preposition *с* (*кофе с молоком*). Reading dialogues with the vocabulary being studied. Performing exercises. Repetition of the studied material. Working with texts (reading, answering questions	S

Course module title	Course module contents (topics)	Academic activities types
	and producing similar texts based on a sample). Activation of the material covered in dialogues (oral and written) and in exercises.	
	Topic 2.5. A model of past tense formation from verbs with constant stress based on (the model *хотеть*). Formation of past tense forms from these verbs. Formation of constructions *Я решил* +infinitive, *Я забыл* +infinitive, *Я хочу* + infinitive. The accusative case of the object, the endings of nouns in the accusative case. Reading dialogues with the vocabulary being studied. Performing exercises. Interactive tasks: Activation of vocabulary in oral dialogues of students with the teacher and among themselves.	S
	Topic 2.6. A model of the formation of the past tense from verbs with variable stress (the model *быть*). Formation of past tense forms from these verbs. Reading dialogues with the vocabulary being studied. Performing exercises. Interactive tasks: Activation of vocabulary in oral dialogues of students with the teacher and among themselves.	S
	Topic 2.7. Constructions «*нужно*» + infinitive, «*можно*» + infinitive, «*Что нужно (можно)*» + infinitive Reading dialogues with the vocabulary being studied. Performing exercises to consolidate the skill of using the studied structures. Interactive tasks: Activation of vocabulary in oral dialogues of students with the teacher and among themselves.	S
	Topic 2.8. Complex future tense of verbs. Verbs *работать* and *отдыхать* in the present, future and past tenses. Constructions with the word *должен* (*должен* + infinitive). Adverbs of time that answer the question *когда*? (*часто*, etc.), negative pronominal adverbs (*никогда, нигде*). The use of the demonstrative pronouns *этот*, *эта*, etc. The use of the indicative adverb *это* in the role of definition and in the role of the subject. Reading dialogues with the vocabulary being studied. Performing exercises. Interactive tasks: Activation of vocabulary in oral dialogues of students with the teacher and among themselves.	S
	Topic 2.9. The verb «*учиться*» in the present, past and future tenses.	S

Course module title	Course module contents (topics)	Academic activities types
	The construction of time with the preposition *до* (*до*10.30). Reading dialogues with the studied vocabulary. Performing exercises. Reading the texts "*Я учусь в Москве*", "*Мой день*", "*Как я отдыхаю*" with creative tasks aimed at producing my own monologue texts on a given topic. Interactive tasks: Activation of vocabulary in oral dialogues of students with the teacher and among themselves.	
	Topic 2.10. The verb «*говорить*» in the present, past and future tenses. The difference in the use of the verbs *говорить* and *сказать* in the past tense. Imperative. Adverbs of the mode of action (*быстро*, *тихо*, etc.) Indirect speech (with the conjunction *что*). Reading dialogues with the vocabulary being studied. Performing exercises. Interactive tasks: Activation of vocabulary in oral dialogues of students with the teacher and among themselves.	S
	Topic 2.11. The verb «*учить*» in the present, past and future tenses. The difference in the use of the verbs *учить* and *учиться*. Reading dialogues with the vocabulary being studied. Performing exercises. Interactive tasks: Activation of vocabulary in oral dialogues of students with the teacher and among themselves.	S
	Topic 2.12. The verb *понимать* in the present and past tenses. The verb *знать* in the present, past and future tenses. Expression of the absence of the subject (*его нет*). The etiquette of a telephone conversation. Reading and discussing a text with a creative task. Reading dialogues with the vocabulary being studied. Performing exercises. Interactive tasks: Activation of vocabulary in oral dialogues of students with the teacher and among themselves.	S
	Topic 2.13. Constructions «*У меня есть (был, будет)*» and «*У меня нет (не было, не будет)*» Features of the use of words *ещё* and *другой* (in comparison with the English language). Reading dialogues with the vocabulary being studied. Performing exercises. Reading and discussing texts and anecdotes on the subject under study.	S

Course module title	Course module contents (topics)	Academic activities types
	Interactive tasks: Activation of vocabulary in oral dialogues of students with the teacher and among themselves.	
	Topic 2.14. Construction «*Мне нравится*». Comparison of typical contexts of the use of the verbs «*любить*» and «*нравиться*». Comparison of typical contexts of the use of the verbs *любить* and *нравиться*. The first acquaintance with verbal types. The rule of compatibility of verbs *любить* and *нравиться* with infinitives НСВ. Reading dialogues with the studied vocabulary Performing exercises. Reading and discussing texts and anecdotes on the subject under study. Interactive tasks: Activation of vocabulary in oral dialogues of students with the teacher and among themselves.	S
	Topic 2.15. Prepositional case of the place. The expression of time in a simple sentence. The verb to live in the present, past and future tenses. The verb is born in the past tense. Reading dialogues with the vocabulary being studied. Performing exercises. Interactive tasks: Activation of vocabulary in oral dialogues of students with the teacher and among themselves. Reading and discussing jokes on the subject under study.	S
	Topic 2.16. Vocabulary: *жить, родиться, предпочитать, встретиться* The expression of time in a simple sentence (*в этом годы, на прошлой неделе, зимой, весной* and etc.). The construction *быть в гостях*. Reading dialogues with the vocabulary being studied. Performing exercises. Reading and discussing a text with a creative task. Interactive tasks: Activation of vocabulary in oral dialogues of students with the teacher and among themselves. Independent work on the prepositional case (preparation for the attestation control work).	S
	Topic 2.17. The etiquette of a telephone conversation. Formation of a simple comparative degree of adverbs The verb *звонить* in the present, past and future tense. The accusative case of the place and the dative case of the addressee after the verb *звонить*. Etiquette of a telephone conversation (*вы*	S

Course module title	Course module contents (topics)	Academic activities types
	ошиблись, вы не туда попали etc.) Expression of gratitude (*спасибо за помощь*, etc.) Imperative of the verb to call. Formation of a simple comparative degree of adverbs (earlier, later, etc.). Expression of approximate time (*часов в* 7).	
	Topic 2.18. The creative case in the meaning of the compatibility of action Grammar: The verb *мочь* in the present, past and future tense. The creative case in the meaning of the compatibility of action (*мы с другом*). Reading dialogues with the vocabulary being studied. Performing exercises. Reading and discussing a text with a creative task. Interactive tasks: Activation of vocabulary in oral dialogues of students with the teacher and among themselves.	S
	Topic 2.19. A general idea of the verbs of movement. The verbs of the group *идти* and *ходить* in the present tense. Accusative case to indicate the direction of movement. The use of the numeral *один* in the meaning "without others" (*он идет в парк один*). Adverbs of the place that answer the question *куда*? (*сюда, направо* etc.) Rules for the use of adverbs of the place that answer the question *где*? and *куда*? Reading the text, answering questions and talking about the content of the text. Performing exercises. Interactive tasks: Activation of vocabulary in oral dialogues of students with the teacher and among themselves.	S
	Topic 2.20. The verbs of the group «*идти*» and «*ходить*» in the future and past tense. Names of months and seasons. Time constructions *в каком месяце*? *В какое время года*? (*в январе, весной* etc.) and *на какое время*? (*на 2 дня*, etc.) Reading a text of a linguistic and cultural orientation with a creative task, answers to questions and a conversation on the content of the text. Reading dialogues with the vocabulary being studied. Reading jokes on the subject under study. Performing exercises. Interactive tasks: Activation of vocabulary in oral dialogues of students with the teacher and among themselves.	S
	Topic 2.21. Ordinal numbers. Time constructions *какое число*? and *какого числа*? Reading dialogues with the vocabulary being studied. Performing exercises. Interactive tasks: Activation of vocabulary in oral	S

Course module title	Course module contents (topics)	Academic activities types
	dialogues of students with the teacher and among themselves.	
	Topic 2.22. The genitive case to indicate the direction (with the question *откуда*?). Adverbs of the place that answer the question *откуда*? (*отсюда*, etc.) Conjugations of the verbs *спать* and *купить*. Features of the translation into Russian of English expressions *It depends, Shall (should) I +infinitive*. Reading dialogues with the vocabulary being studied. Performing exercises. Interactive tasks: Activation of vocabulary in oral dialogues of students with the teacher and among themselves.	S
	Topic 2.23. Repetition of the rules for the use of verbs *идти, ехать, ходить, ездить*. Verbs of movement *идти, ехать, пойти, поехать, прийти, приехать, ходить, ездить*. Time constructions that answer the question *как долго*? Features of the translation into Russian of the preposition *for* in temporary constructions. An impersonal construction *Мне (тебе) кажется*. Genitive case with preposition *без*. Reading dialogues with the vocabulary being studied. Performing exercises. Reading the text and talking about it. Interactive tasks: Activation of vocabulary in oral dialogues of students with the teacher and among themselves.	S
	Topic 2.24. Features of conjugation of verbs with a particle *–ся*. The verb *вернуться*. Construction *Как называется*? Reading dialogues with the vocabulary being studied. Performing exercises. Reading and retelling jokes on the subject under study. Interactive tasks: Activation of vocabulary in oral dialogues of students with the teacher and among themselves.	S
	Topic 2.25. The etiquette of a telephone conversation. Formation and use of imperative forms with the word *пусть*. Grammar: - *Что ему передать? Вы можете ему передать*? Formation and use of imperative forms with the word *пусть* (let him call me back). The use of the words *так* and *такой* with adverbs and adjectives. Verb to *собираться* (+infinitive). Reading dialogues with the vocabulary being	S

Course module title	Course module contents (topics)	Academic activities types
	studied. Performing exercises. Reading and retelling jokes on the subject under study. Interactive tasks: Activation of vocabulary in oral dialogues of students with the teacher and among themselves.	
	Topic 2.26. Genitive case with prepositions *от* and *у* (*от кого? у кого*?). The dative case with the preposition *к* (*к кому*?) Comparison of constructions that answer the questions *где? куда? откуда? к кому? у кого? от кого?* Reading dialogues with the vocabulary being studied. Performing exercises. Reading a text of a linguistic and cultural nature with a creative task. Conversation by text. Interactive tasks: Activation of vocabulary in oral dialogues of students with the teacher and among themselves.	S
	Topic 2.27. The topic is "Health". Names of body parts and some diseases. The reflexive pronoun of self. Grammar: Topic "Health". *Что у вас болит (болело)? У меня болит ... Как вы себя чувствуете? Как ваше здоровье? Будьте здоровы! Выздоравливайте! Пусть он выздоравливает. Что с вами?* Names of body parts and some diseases. The reflexive pronoun of self. The use of the verb *чувствовать* with the pronoun *себя* and *без*. Reading dialogues with the vocabulary being studied. Performing exercises. Reading texts and jokes on the topic of "Health" and discussing them. Interactive tasks: Activation of vocabulary in oral dialogues of students with the teacher and among themselves.	S
	Topic 2.28. Impersonal constructions with the words *можно, надо* and *нельзя*. Impersonal and personal constructions with the word *нужно*. - *сколько вам лет* and *мне ... лет*. Speech etiquette: offer of help (*вам помочь?*). Reading dialogues with the vocabulary being studied. Performing exercises. Reading the text and anecdotes on the topic under study and discussing them. Interactive tasks: Activation of vocabulary in oral dialogues of students with the teacher and among themselves.	S

Course module title	Course module contents (topics)	Academic activities types
Module 3. Modern approaches to conducting chemical reactions.	Topic 3.1 Systematization of cases. Prepositional case and its meanings. Grammar: Systematization of cases. Prepositional case and its meanings. Prepositional case of place and verbs of position (*лежать, сидеть, стоять, висеть*). Prepositional case in the meaning of the object of thought (*о ком? о чём?*). Names of colors and shades of color (*тёмно-зелёный*, etc.) Reading dialogues with the studied vocabulary. Performing exercises. Reading the text on the topic under study and discussing it. Interactive tasks: Activation of vocabulary in oral dialogues of students with the teacher and among themselves.	S
	Topic 3.2 The genitive case and its meanings. Grammar: The genitive case and its meanings. Genitive case with prepositions *для, без, от, около, из, у, с, вокруг, мимо*.. Reading dialogues with the vocabulary being studied. Performing exercises. Reading the text on the topic under study and discussing it. Interactive tasks: Activation of vocabulary in oral dialogues of students with the teacher and among themselves.	S
	Topic 3.3 Types of the verb. The use of HCB and CB in the past tense, in the infinitive and imperative. Accusative case and its meanings. Grammar: Types of verb. The use of HCB and CB in the past tense, in the infinitive and imperative. Accusative case and its meanings. The accusative case of the object. Transitive verbs *читать-прочитать, писать-написать, смотреть-посмотреть, видеть-увидеть, спрашивать – спросить, ждать- подождать, слышать-услышать, приглашать- пригласить, есть - съесть, пить-выпить, покупать-купить, получать-получить, искать-найти, брать – взять.* Reading dialogues with the vocabulary being studied. Performing exercises. Reading the text on the topic under study and discussing it. Interactive tasks: Activation of vocabulary in oral dialogues of students with the teacher and among themselves.	S
	Topic 3.4 Accusative case of the direction. Grammar: Accusative case of the direction. The	S

Course module title	Course module contents (topics)	Academic activities types
	verbs *уходить-уйти, приходить – прийти, входить –войти, выходить-выйти, уезжать-уехать, приезжать- приехать.* Reading dialogues with the vocabulary being studied. Performing exercises. Reading the text on the topic under study and discussing it. Interactive tasks: Activation of vocabulary in oral dialogues of students with the teacher and among themselves.	
	Topic 3.5 The dative case and its meanings. Grammar: The dative case and its meanings. The dative case of the addressee of the action (*кому?*). The verbs *давать- дать, посылать –послать, платить – заплатить, отвечать- ответить, помогать – помочь..* The dative case in impersonal constructions (*мне холодно*, etc.). Predicative adverbs denoting the feelings and state of a person. Reading dialogues with the vocabulary being studied. Performing exercises. Reading the text on the topic under study and discussing it. Interactive tasks: Activation of vocabulary in oral dialogues of students with the teacher and among themselves.	S
	Topic 3.6 The creative case and its meanings. Grammar: The creative case and its meanings. The creative case in the meaning of the instrument of action (*писать ручкой*). The creative case with prepositions *с, рядом с, над, под, рядом, перед, между..* Verbs *встречаться – встретиться..* Reading dialogues with the vocabulary being studied. Performing exercises. Reading texts on the topic under study and discussing them. Interactive tasks: Activation of vocabulary in oral dialogues of students with the teacher and among themselves.	S

* - to be filled in only for **full**-time training: *LC - lectures; LW - lab work; S - seminars.*

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom equipment and technology support requirements

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for course study (if necessary)
Seminar	A classroom for conducting seminars, group and individual consultations, current and mid-term assessment; equipped with a set of specialised furniture and technical means for multimedia presentations.	- portable multimedia projector Epson EB-X04 - portable laptop Irbis NB25 - - portable TV Tosiba LSDTV/DVD Combo 22DV703R - tables, chairs, blackboard.
Self-studies	A classroom for independent work of students (can be used for seminars and consultations), equipped with a set of specialised furniture and computers with access to the electronic information and educational environment.	**Faculty of Science Reading Room** Ordzhonikidze D.3. Coworking area Monday - Friday 10.00 – 22.00 **Reading room of the main building of the RUDN** Coworking area Monday - Saturday 9.00 - 23.00 Hall No. 2 Monday - Thursday 10.00 - 17.45 Friday 10.00 - 16.45 Hall No. 6 Monday - Thursday 10.00 - 17.45 Friday 10.00 - 16.45

* The premises for students' self-studies are subject to **MANDATORY** mention

7. RECOMMENDED RESOURCES FOR COURSE STUDY

Main sources:

1. Новикова Н.С. Русский язык для начинающих. Пособие для магистрантов, обучающихся на английском языке. М.: РУДН, 2018.
2. Новикова Н.С., Шустикова Т.В. Русская грамматика в таблицах и схемах. Справочное Пособие Для Англоговорящих Учащихся. Russian Grammar in Tables and Charts. Reference Book For Foreign Learners. М.: Русский язык. Курсы. 2017. 4 изд. Гриф МО РФ.
3. Шустикова Т.В., Атабекова А.А., Курмаева Н.М., Новикова Н.С., Скороходов М.С. Русские глаголы: формы и контекстоное употребление: учебное пособие. М.: Флинта-Наука, 2016. 13 изд. Гриф МО РФ.
4. Новикова Н.С., Щербакова О.М. Удивительные истории. 116 текстов для чтения, изучения и развлечения. Изд.10. – М.: Флинта – Наука, 2012.
5. Будильцева М.Б., Царёва Н.Ю. Русский язык как иностранный: Элементарный уровень. – М.: Олимп: Астрель, 2010.

6. Будильцева М.Б., Царёва Н.Ю. Русский язык как иностранный. Рабочая тетрадь: Элементарный уровень. – М.: Олимп: Астрель, 2010.
7. Будильцева М.Б., Царёва Н.Ю. , Пугачев И.А. Русский язык как иностранный: Базовый уровень. – М.: Олимп: Астрель, 2010.
8. Будильцева М.Б., Царёва Н.Ю. , Пугачев И.А. , Румянцева Н.М. Русский язык как иностранный. Рабочая тетрадь: Базовый уровень. – М.: Олимп: Астрель, 2010.
9. Царёва Н.Ю. , Будильцева М.Б., Кацевич М.А. и др. Русский язык как иностранный: Сертификационный уровень. – М.: Олимп: Астрель, 2010.
10. Царёва Н.Ю. , Будильцева М.Б., Пугачев И.А. , Румянцева Н.М. Русский язык как иностранный. Рабочая тетрадь: 1 Сертификационный уровень. – М.: Олимп: Астрель, 2010.
11. Царева Н.Ю., Будильцева М.Б., Пугачёв И.А. Русский язык как иностранный. Контрольные работы: Элементарный, Базовый, 1 Сертификационный уровни. – М.: Олимп: Астрель, 2010.

Additional sources:

1. Аникина М.Н. Лестница. Учебник. Начинаем изучать русский. – М.: Русский язык МЕДИА, 2005.
2. Аникина М.Н., Дворянинова И.К. Лестница. Начинаем изучать русский. Тестовые задания. Грамматические таблицы. Словарь «Семья слов». – М.: Русский язык. Курсы, 2002.
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Internet sources
1. Electronic libraries with access for RUDN students:
- RUDN Electronic Library System (RUDN ELS) http://lib.rudn.ru/MegaPro/Web
- EL "University Library Online" http://www.biblioclub.ru
- EL "Yurayt" http://www.biblio-online.ru
- EL "Student Consultant" www.studentlibrary.ru
- EL "Lan" http://e.lanbook.com/
- EL "Trinity Bridge"

Databases and search engines:
- electronic foundation of legal and normative-technical documentation http://docs.cntd.ru/
- Yandex search engine https:// www .yandex.ru/
- Google search engine https://www.google.ru/
- Scopus abstract database http://www.elsevierscience.ru/products/scopus/
- www.scholar.google.ru
- www.reaxys.com

Training toolkit for self- studies to master the course *:

1. Descriptions of the classes, homeworks
2. Tests.

Methodological guidelines for the development of the discipline.

* The training toolkit for self- studies to master the course is placed on the course page in the university telecommunication training and information system under the set procedure.

8. ASSESSMENT TOOLKIT AND GRADING SYSTEM* FOR EVALUATION OF STUDENTS' COMPETENCES LEVEL UPON COURSE COMPLETION

The assessment toolkit and the grading system* to evaluate the competences formation level (competences in part) upon the course study completion are specified in the Appendix to the course syllabus.

* The assessment toolkit and the grading system are formed on the basis of the requirements of the relevant local normative act of RUDN University (regulations / order).

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